

THE DAGLIGHTALE

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Academic Advisors at Augustana Jennifer Ha DAG WRITER

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Academic Advising



The Augustana Students' Association has recently received complaints of students who feel they've been misinformed about the requirements of their degree. A committee meeting is being held on March 19th to discuss the complaints with the advisors, associate deans, and ASA members. The ASA was unable to comment about the contents of the meeting and the conclusions of the meeting has yet to come.

Students who contacted the ASA felt that they were given incorrect information about the requirements of their degree, especially [near its beginning] when they were filling breadth and taking prerequisite courses. Due to the nature of a liberal arts and sciences degree, an Augustana student is faced with specific requirements: 6 credits in each of the Humanities, Social Sciences, and Sciences; and 3 credits from the Fine Arts. Breadth requirements cannot overlap with the student's first degree. Each degree program has its own set of requirements of certain courses and credits. At least one of the students interviewed was not advised that her degree needs a certain number of science credits beyond what the breadth requires, and is now having to catch up during her senior years.

There is an advisor available for every Augustana degree program, including transfer intents and undeclared degrees. The advisors help students with course selection and questions specific to their degree, as well as to provide guidance on withdrawals, transfers, graduation requirements, etc. Academic advisors also refer students to appropriate parts of the faculty to address specific academic needs or personal concerns. Academic advisor appointments are available to book online, and every Wednesday from 9 to 11 drop-in time, where students are seen in the order they arrive.

Even students who are not involved in the particular case that the ASA and the academic advisors are facing have expressed discontent for their experience with academic advisors. Due to very specific requirements for transfer programs, a few students have found that their questions regarding their future were

not readily answered. Similarly, those with double majors or minors expressed concern over the clarity of the instructions they've received over their program regarding degree requirements and breadth.

One student said that her experience of being discouraged from taking a senior course her first year, despite having the instructor's consent and feeling adequately prepared for it, upset her. Another recently found that the minor of women's studies was not yet finished in the process of being offered, and that she subsequently had to drop it.

As registration for 2013-14 begins, students look to their academic advisors for personal guidance. The advisors work their hardest to cater to the need of every student, and a great number of students are extremely satisfied with their experiences. One student described her advisor as being "interested in [the student's] best interests and always helpful", even when she had difficult questions regarding her double major. A first-year student explained that her visits to her advisor made it easier for her to plan her education so she can reach her goals better. In fact, the majority of the students interviewed had no complaints about their experiences with their academic advisors.

The advisors take their jobs very seriously and strive to be approachable and knowledgeable about all of the programs offered, especially in their specific field of guidance. They want success for all of their students and work to provide the most precise, timely information. To address increasing concerns about mental health, the Faculty developed a successful Early Feedback System to identify students at risk and reach out to provide support for them on both a personal and academic level.

If students have concerns about their experience with the academic advisors, they are encouraged to first contact their advisors, then Alexis Anderson, the supervisor for Student Academic Services. The Associate Dean for Academic Programs, Dr. Prest, or students' specific department chairs are available to speak to regarding their future were as well.

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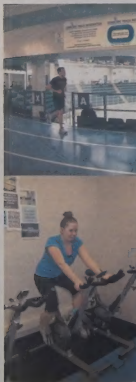
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Try a Triathlon? Augustana's Third Annual Indoor Event to Take Place in April Tia Lalani DAG WRITER



The Augustana Triathlon Club holds its third annual indoor triathlon at the Edgeworth Center on Friday, April 12th, with heats beginning at 5:30 p.m. Each year, the triathlon club puts on an annual outdoor and indoor triathlon. They have all been met with great success, and the athleticism continues this year on the last day of classes; a great way to end the year, and to have an even bigger reason to celebrate that evening at Last Class Bash.

The triathlon consists of a 30-length swim, 20 km on the spin bike, and a 5km run. Everyone has the opportunity to participate for a small fee, which is fifteen dollars for individual students, twenty-four dollars for a team of students, and community members are also welcome, for a slightly higher price. Participants can sign up to do the entire timed triathlon alone, or sign up with a team if you would only like to participate in one of the three

sections. For those who do not have a team to sign up with, the triathlon club will work to pair you will others doing a single section.

Along with an overwhelming feeling of accomplishment, participants will also have the chance to win prizes for best male, best female, and best team, in first, second and third places. Prizes are offered by sponsors of the triathlon, and at the last annual outdoor event they included gift certificates from local businesses like Booster Juice. The club also asks for volunteers to help record and time participants; there will be door prizes available for volunteers as well. The chance of winning is not the only thing to look forward to, however, as the atmosphere that accompanies the event offers an uplifting experience through the energy and spirit of achievement, even if you are just there to help out.

Asia Everts, an executive member of the club this year ...continued page 3

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Interview with Dr. Kim Misfeldt

Steffi Mahabir DAG WRITER



On February 7 Dean Saskatchewan and then for my Berger announced that Dr. Kim Misfeldt was the recipient of the prestigious 3M National Teaching Fellowship Award. The award acknowledges exceptional contributions to teaching and learning at Canadian universities, and is the highest award that a professor at a university level can obtain. Since being honored with such an achievement, Misfeldt's life has received much more press than usual. She has been on news channels, [received] congratulatory letters from many people and requests for interviews. Please see below for the Dag's conversation with Misfeldt.

SM: Where did your academic career start?

KM: I moved to Saskatoon when I was nine years old, and I did my bachelors degree and masters at the University of

SM: How did you come to teach language?

KM: In my B.A., I studied German, French, Ukrainian and Norwegian just for fun. I wasn't planning on being a teacher; I was planning on doing translations. I would have done more languages if I had been allowed. But just after university, they needed someone to teach a beginner German class. It was an evening non-credit course and they said, "Kim, will you please teach this class? We need somebody to teach it." I taught it and I loved it and I kept going.

SM: What interested you in other languages?

KM: I think it's a lot of fun to learn about other cultures [and] to learn what similarities

and differences there are. So much of what we think is "normal" and is the only way to do it, other people live quite well doing it a different way, and that's a really good thing. I really believe that languages open doors that weren't open before. Last year I was on sabbatical in Berlin and I decided that I needed to be a student again and I did an emergence course in Mexico. I had never learned any Spanish before so I was starting from nothing, but because I had learned a little bit of Spanish I could have conversations with taxi drivers and with people on the streets that if I was a tourist I would never [have been able to do]. I could talk to people about social problems, and things that are happening in real life Mexico and begin to understand what life is like for them. Without the language, I would never do that.

SM: What brought you to Augustana?

KM: When I was doing my PhD, I wasn't even looking for jobs yet because I was still in school, but one of my professors said to me "Kim there is a job in Alberta and I think it would be perfect for you." It was at Augustana. What really drew me to Augustana then, and now, [is that] it places a very high priority on teaching and excellence in teaching and on the student as a whole person. That was very important to me and that's what brought me here.

SM: Where have you travelled professionally?

KM: Germany lots. I go to Germany every year with the summer school and with my sabbatical. For conferences, [I've traveled] throughout the United States, Scotland, Italy and Germany. I've been to Switzerland as well but not professionally.

SM: What are some of your favourite memories from travelling?

KM: Getting to know the people. That's the most interesting part, I think, because everybody has their own story, everybody has their own experiences. We are so privileged in Canada because Canada is so big and is beside the United States, which is even bigger politically speaking, that so many people feel the need not to go anywhere or learn another language because everybody can speak English!

SM: What are some cultural differences between Canadians and Germans that you've noticed?

KM: [At] the summer school for instance, the host families will complain that Canadians don't say what they think. That Canadians are too polite. They won't say what they really like or what they don't like. They are much more direct and they respect directness. Canadians will think that Germans are fighting when they are just discussing. And they enjoy discussing culture, literature and philosophy. That's another big cultural difference that I noticed as well. Because of Germany's history, German students are much more aware of what's going on in the world and much more politically aware than Canadian students have ever had to be.

SM: What inspires you to keep teaching?

KM: Students. Absolutely. The experience of the students. To me the point is having a story or a discussion of the story that challenges their thinking in some way. And that's good, that's the best part. To see where students go with what they learn [is] the second best part, because we are able to work with students who are at the age where they're becoming

ing who they want to be. That's very exciting. It's very wonderful to see that and to help facilitate opportunities for them.

SM: How did you feel after you won your award?

KM: I could show you the video. My sister did a video and I couldn't breathe [laughs]. I had known about it, I knew what the Dean was going to announce, and still I couldn't breathe. This is the highest honour that any university professor in Canada can get for teaching. There's nothing bigger than that. It's hard to believe. It's been an incredible thing. My picture was in the Global Mail [I'll never be in the Global Mail again [laughs]] It was truly amazing.

SM: What does this award mean for your career?

KM: Well, I'll have to wait and see! I don't know what it will bring. Already it is bringing recognition and different invitations to present at different things. The whole goal of the 3M is to focus on teaching so that people pay attention to what exactly [teaching is], so I think there would be more opportunity for that. I expect that that will be the case but I'll just have to wait and see.

SM: Where do you see yourself in the next five years?

KM: Right here! I love what I do. It's always a balance. As department chair, I don't always get to teach as much as I would like to, [but I may] have a little more influence on what happens for students and I [can] fight for students in a different way than as a regular prof. Regardless of whether I'm department chair or a regular faculty member, my goal is always the best possible experience for the students. So regardless of where I am in five years, that will still be my priority.

a concern if the university has to be shut down.

2. Some people thrive in small, intimate environments, while others simply do not. Some students complain about the small campus that a liberal arts university offers. There is often less cultural diversity and therefore students feel left out of student activities on campus. Even though there is the opportunity to form better relationships with professors, some students are just fine without getting to know them on a personal level.

3. The hunt for jobs is always on. However, while there are benefits to going to a liberal arts university, it

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The Pros and Cons of a Liberal Arts Education Steffi Mahabir DAG WRITER

At Augustana, it's easy to take for granted our liberal arts curriculum. Augustana is a liberal arts campus, but what does that really mean to students? A liberal arts university offers students a more diverse education and focuses on skills that would be useful to the student [both inside and] outside of a classroom. Below is a list of pros and cons of liberal arts universities that helps to distinguish them from other schools.

Pros

1. The core requirements for a degree at Augustana teach a student how to think critically about things that are not just taught in a classroom, and how to speak

and write at a university level. This might seem like common sense but other universities do not place as much emphasis on it because they expect students to have already mastered such skills.

2. The size of a liberal arts university is much smaller than a major university, which allows students to know their professors and the professors to know them. It gives [students] a chance to make friends easily because they see the same faces every day. The class sizes are smaller so there is also more one on one time with professors. Students are treated as people, rather than simply

seats in a classroom.

3. There is a better chance of obtaining a job coming from a smaller university because of the connections students are able to make while there. Professors are able to make an honest recommendation of who students have become after teaching them for the last four or five years and they can help share their connections with other people.

4. [Students' schedules] are not fully loaded with classes only pertaining to their program. A normal schedule might include chemistry and drama or biology and philosophy. This helps students broaden their knowl-

edge with topics they never would have chosen at a major university. It allows them to see the world in various forms and fashions and makes them better-rounded individuals than someone whose schedule only consisted of science and math courses.

Cons

1. Financial problems play a part in some liberal arts universities. It is becoming more common that these universities are financially strained and therefore do not have all the proper resources that a major university would be able to afford. This hinders the students' learning process and is also

An Early Address on Budget Cuts at the U of A and Augustana Tia Lalani DAG WRITER

There has been a bit of buzz lately regarding budget cuts at the University of Alberta, which will undoubtedly affect the Augustana Campus. The University of Alberta's budget year spans April 1st to March 31st, and we can look to President Indira Samarasekera's annual State of the University Address from February 28th, which discussed a number of factors pertaining to the upcoming cuts. President Samarasekera addressed the current economic landscape, which has led the institution into deficit, and she seeks to change the funding model for the university without having to put the quality of education the University of Alberta has to offer in jeopardy.

"It is time for the government to be more strategic in its funding models," Samarasekera said. "But it also is time for us—the faculty, staff, and students of the University of Alberta—to sharpen our focus, to make careful and deliberate choices about our own institu-

tion, and to embrace our role as Alberta's leader in post-secondary education and research."

Samarasekera also emphasized the idea that horizontal budget cuts will not be made, but rather, cuts will be dealt with strategically, in order to address specific problems without weakening the entire structure of the University as a whole. Samarasekera concluded her speech with an effort to connect to students, faculty, and staff on a more personal level, as she explained, "When you speak about the university, you are, in that moment, the face of the university and its strongest advocate—or its most powerful detractor." Her address offered information about upcoming budget cuts, and realistic advice on how to deal with them. But what does this all mean for Augustana?

Mark Chytracek, the director of student and residence services, had a few comments on the upcoming budget cuts, and how and when they

will affect students on our campus. Students should expect to see some changes in the fall, but Chytracek stressed the idea that these changes will not result in vastly negative consequences. He admits that it would be naive to think that Augustana will be completely unaffected by the upcoming cost reductions, however, Chytracek explained "We're really hoping that while we may be reorganizing, restructuring, and rethinking how we deliver some services, that the students won't notice."

In order to achieve this goal, staff and faculty are working directly with a number of student groups, including the ASA, to determine what our priorities are in terms of funding at Augustana. Chytracek urges students to come forward with their input, and commented on the "tremendous responsibility that students have to see things, where costs can be cut or where services can be re-located, and to let us know."

One of the well-known benefits of our campus is its small size, which allows this kind of open communication not only to be possible, but to be encouraged as well. Like Samarasekera, Chytracek's comments strike a personal chord with those attending the University of Alberta, giving us the power to have a voice and inspire change within this institution.

In terms of on-campus services, Chytracek spoke of Augustana's willingness to ultimately keep students happy. He explains that counselling services, food in the cafeteria, line-ups in the bookstore and café, etc. will remain unchanged, because they represent important aspects of student life on campus. He also generally addressed course offerings, and although some departments may undergo merges or rearrangements, Chytracek commented on faculty's inclination to do everything in their power to offer courses if the demand is there from students.

urges people not to be afraid or overwhelmed at the thought of completing a triathlon. "It's not that bad," Evans explained. "Everyone is physically capable of doing a triathlon." Whether or not you are looking to participate competitively, or simply looking to better your physical health through exercise and hard work, the triathlon club offers weekly training sessions in swimming, biking, and running. They set up interval workouts, as well as strength training, and encourage everyone to join, although they would like to see members train on their own as well. For more information regarding these sessions, look up the "Augustana Triathlon Club" group page on Facebook.

If you are interested in participating in the third annual indoor triathlon, would like to volunteer, or would like to be more involved with the club itself (which is looking for executive members to take over next year), they will be holding a sign up table in the forum around lunchtime over the next couple weeks. Participants will be able to sign up until just before the event, although it's best to start training as early as possible.

Look for the triathlon table in the next few weeks, and don't forget to support the event by volunteering, or better yet, participating yourself!

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- may seem easier to get a job with a degree (from a larger, well-known school than a small one). Students argue that some liberal arts universities offer courses that provide no help whatsoever in obtaining a job and they would rather go to a major university that does. It may matter if your program is not offered at a major university but sometimes a culture shock is needed to see if change can be better.

Are catnaps really worth it?



How important is sleep, really? Jennifer Ha DAG WRITER

I don't know how I feel about it, but my sleeping schedule somewhat resembles one of a newborn baby. I require spurts of rest throughout the day, usually in two-hour, coma-like periods. Most of my sleep comes from naps, which results in really late nights and, far too frequently, late mornings. I've been working to get my sleeping schedule back on track, but have been jacking the occasional naps and admittedly not-so-occasional oversleeping by telling myself that sleep is good for me. I need to be getting as close to 8 hours as I can, right? Sleep is characterized as a "reduced or abated consciousness, relatively suspended sensory activity, and inactivity of nearly all voluntary muscles". According to the Mayo Clinic, adults need seven to nine hours of consecutive, quality sleep a night, which busts my myth of a couple two hour naps and going to bed at 3 and waking up at seven being enough sleep. There are two phases of sleep-REM (rapid eye movement), which occurs about 25% of the night and NREM (non-rapid eye movement), which occurs for the other 75%. Our bodies go in cycles through REM and NREM sleep, entering the latter when we fall asleep.

REM sleep first occurs about ninety minutes after falling asleep and happens about every 90 minutes, getting longer the later it gets. As the name suggests, eyes dart

back and forth underneath the eyelids during this time. The rest of the body becomes immobile and relaxed. The brain is active during REM sleep and this is the time when dreams occur. [The Journal of Clinical Sleep Medicine says there are similarities between REM and stage 1 sleep, except that REM dreams differ from stage 1 imagery.]

NREM sleep has three stages. Stage 1 begins with light sleeping and minimal muscular movement, including the rolling, opening and closing of eyes, hence the possibility of imagery.

During stage 2 we become increasingly unresponsive to our surroundings, and our breathing, heart rate, and body temperature all drop.

The third and fourth stages are the deepest and most restorative sleep, [and have recently been combined by researchers]. They take time to achieve, which is why continuous sleep is important. During these stages, muscles become completely relaxed and blood supply to muscles increase. Tissues are grown and repaired. Hormones, especially growth hormones that are crucial to development, are released. Most importantly, energy is restored. We sleep the heaviest during NREM sleep. That's why when you sleep for a short amount of time, you often wake up feeling like you haven't slept at all.

A 2006 study done at Harvard Medical school

showed that sleep had a plethora of benefits beyond simple relaxation. Sufficient amounts of sleep, a.k.a. over six hours a night, was shown to help the brain retain new information, boost learning and memory, stabilize mood and improve concentration, lower the risk of cardiovascular diseases, and improve your immune system.

Lack of sleep, on the

other hand, was linked with irritability, weight gain due to poor energy retention and irregular hormone release, and the overall result of the dreaded sleep debt, a cumulative effect of not getting enough sleep resulting in extreme tiredness.

Although you should try to get at least six hours of sleep every night, it's difficult in university. There are moments to study for, parties to attend, and entire seasons of shows to watch on Netflix [Editor's note: watch Firefly!]. If an all-night marathon of The Walking Dead turned you into a real-life zombie, power naps may be the way to go. Power naps are quick sleeps that you catch (before supper) for no longer than half an hour. Studies have shown that after about eight hours of being awake, people begin to feel drowsy.

Taking a power nap at two or three in the afternoon can increase your alertness and energy and helps you remain productive for the rest of your day without taking too much time. Sleeping for any

longer than thirty minutes puts you at risk of messing up your sleep schedule and being even drowsier than you were before the nap. Plus, nobody likes the confusing state of not knowing whether it's six in the morning or the evening after waking up from a three hour nap.

Turns out that my dependency on getting 8 hours of sleep through the day using long naps is probably doing my body more harm than good. For the rest of the semester, I'm going to try to hold back on the naps, only resorting to short ones when my body needs it. I vow to sleep earlier so I can get a full night's rest and take on the next day with vigor.

No matter your course load, volunteering, club affairs, and partying, you should still strive to regulate your sleeping schedule and aim for eight hours a night. A well-rested student is a happy, healthy, successful, alert, and productive student!

March 2013						
10 Community Band Concert	11 LAB Managing Public Speaking Anxiety Session	12 Resilience: Littlechild	13 Sustainability Fair	14 Shoot-Get Treasure-Repeat	15 Shoot-Get Treasure-Repeat Withdrawal Deadline	16 Shoot-Get Treasure-Repeat
17 St. Patrick's Day Mannskor Concert	18 Speaker: Relationship Violence in LGBTQ Lives	19 Speaker: Norwegian Ambassador Brother	20 Shoot-Get Treasure-Repeat Room Draw Resilience Symposium	21 Shoot-Get Treasure-Repeat Room Draw Resilience Symposium	22 Shoot-Get Treasure-Repeat Resilience: Schlosser "Crowfoot" Speaker: McIlwraith	23 Shoot-Get Treasure-Repeat Student Grant Art Exhibition Welcome Weekend Room Draw U of A Mixed Chorus Concert
24	25 Leadership Reception	26 Food Security	27 Global Film and Speaker Series	28	29 Good Friday	30 Chapel
31 Chapel	April 1 April Fools' Day Easter Monday	2 Corcoran Studio Recital	3	4	5	6 Global Film and Speaker Series
7	8 AUG Ugrad Research Conference	9	10 Brown/Murphy Studio Recital	11	12 Last Day of Classes Sangkor Concert	13 Athletics Colour Night

Chapel is held MWF, Soup Supper on Tuesdays, Circuit Training runs MW, Extreme X-Fit runs MW, Yoga runs every TTh

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